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ABSTRACT

This conference was designed to provide a forum for the exchange of ideas relevant to how parents, teachers, and other concerned individuals can contribute to the strengthening of the educational support system, and to generate practical information on strategies to improve achievement levels of youth. The first article, titled "Conference Program Prospectus" by Louise M. Tomlinson, offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model that can be replicated throughout Georgia. The proceedings document then provides: (1) a keynote address by Reginald Wilson titled "The Educational Achievement of Our Youth: The Challenge"; (2) concurrent presentations, including "Counseling: Bridging the Gap between Teachers and Parents" (Dwight Davis) and "Reading and the Minority Child in Today's School System" (Dolores J. Dantzler-Wolfe); (3) two luncheon addresses: "The Imperative Educational Network" (Claire C. Swann) and "The Athens Tutorial Program Story" (Barbara Thurmond Archibald); (4) three task force reports: "Effective Tutorial Assistance," "Networking Community Support Groups," and "Strengthening the Parent Forum"; and (5) a closing session "Reaction to the Task Force Reports" by Asa G. Hilliard. (JDD)

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**THE IMPERATIVE
EDUCATIONAL NETWORK:
Parents, Teachers, and
Concerned Individuals**

Sponsored by
The Athens Tutorial Program
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**The Imperative Educational
Network Conference
1989**

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Conference Program Prospectus

Dr. Louise M. Tomlinson

Assistant Professor of Reading
Conference Program Chair
University of Georgia
Athens, GA

In response to the call for parent involvement in the education of our youth that has been recognized by educational leaders at local, state, and national levels, as well as the need for a synergetic relationship between parents, teachers, and tutors of our immediate communities, we propose a conference addressing the theme of "The Imperative Educational Network: Parents, Teachers, and Other Concerned Individuals" to be supported by community service agencies, the public school system, and continuing higher education.

Rationale

Statistics on the educational achievement of the youth of our nation and forecasts of the capability of the nation to deal

Conference Program Prospectus

with future challenges all indicate that our educational support systems need to be strengthened. The greatest declines in educational achievement among youth can be found in the minority populations; blacks, Hispanics, and American Indians, and particularly among black males (Wilson and Carter 1988). These current statistics pose an imminent threat to the future well being of our nation when, "between 1985 and 2000, minority workers will make up one-third of the net additions to the U.S. labor force" and "by the turn of the century, 21.8 million of the 140.4 million people in the labor force will be non-white" (The Commission on Minority Participation in Education and American Life 1988). It should also be noted that this decline in the educational achievement levels of our youth is just as well a non-minority problem, as evidenced by a recent and intensive analysis of the economic performance and future of our country. The analysis reemphasizes a conclusion of the 1983 National Commission on Excellence in Education that "for the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents" (Peterson 1987). No doubt, this statement holds implications for non-minorities, since, to date, minority youth have continued to exceed their parents' educational achievement levels for the aggregate. Peterson goes on to cite the prediction of a study by the Committee for Economic Development that, "without major educational change, by the year 2000 we will have turned out close to 20 million young people with no productive place in our society."

How will this affect us? The consequences for the current adult employment force will be manifest when "by the year 2030, there will be about 50 Social Security beneficiaries per 100 workers" and "the work force of that time will include a

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much higher percentage of minority workers" (The Commission on Minority Participation in Education in Education and American Life 1988).

What can we do? It is time to recognize that the problems cannot be solved simply within the framework of legislators and administrators who trust each other to make informed decisions. It is time to recognize that well-intentioned programs cannot be optimally successful without the support of the parents who send their children into the school systems. Parents must be informed of how they can help teachers, and teachers of how they can help parents to support the youth of our nation. Rather than the traditional focus on education from the top of a hierarchy wherein legislators, the media, school boards and administrators pass decisions down to teachers, students and parents, the hierarchy of influence and responsibility needs to be reversed and importance must be placed on the voices and needs of parents, students, and teachers who can guide and inform decisions made by the other members of the hierarchical base (Koppman 1989).

Many states in the nation have responded to the need for parent education and involvement in the educational process of youth through specially sponsored programs at all levels. For instance, in the state of Wisconsin there are intensive efforts to support the role of the family in education through ongoing programs initiated by the Department of Public Instruction. Their efforts were launched in the 1987-88 school year which was dubbed the "Year of the Family in Education" and participation was recruited from business and industry, the media, education interest groups, human services agencies, higher education and community residents. In the State of Georgia, local examples of related efforts are evident in

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programs such as the Barnett Shoals Elementary School's "Super Saturday" project in Athens, initiated two years ago to strengthen the relationship between families, staff and community and the creation of a Student Support Services program, in the Clarke County School District Office, to provide intervention for students "at risk" through the efforts of a multidisciplinary staff.

In keeping with the need for greater emphasis on the parent in the educational network, we propose a conference launched by the efforts of the Athens Tutorial Program, the public school system, and the Georgia Center for Continuing Education.

Goals

The goals of the conference program are to:

- demonstrate an interest in parent participation in the exchange of ideas between community support services, the educational; agencies, and higher education
- provide a forum for the exchange of ideas relevant to how parents and teachers and other concerned individuals can contribute to the strengthening of the educational support system
- generate practical information on strategies to improve the achievement levels of our youth

Intended Outcomes

The intended outcomes of the conference program are:

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- enhanced interest and appreciation for the complexity of the challenge of parent/teacher relationships
- useful exchange of relevant ideas for parents and teachers to put into practice
- initiation of an exchange that will continue
- achievement of a program model that can be replicated throughout the state

The *General Session* will open the conference program, inform those present of the goals of the program, inform the audience of its representation and diversity and facilitate the keynote speaker who will illuminate related issues from a national perspective and motivate the audience to be actively engaged in the conference agenda.

The *Concurrent Sessions* will facilitate invited presenters who can share practical information on the topics identified. For each topic, a panel of three presenters can be arranged to provide diversity and comprehensive scope.

The *Task Force Sessions* will utilize invited discussion leaders to facilitate the group exchange of practical approaches to addressing identified needs and issues. Each discussion leader will be assisted by a recorder who will take notes to be presented at the Closing Session. (A majority of Task Force participants will be preassigned—by their choice—to each session.)

The *Closing Session* will facilitate the presentation of Task Force recommendations and the enlistment or announcement of follow-up activities.

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Desired Participation

The conference program will recruit parents, teachers, tutors, teacher educators, students of education, school administrators, and administrators and staff of community support service programs to be a part of its audience. The core of the parent participants will be from the Athens and Atlanta area and other participants will represent statewide participation.

Desired Follow-Up Activity

The conference program hopes to generate activity beyond the program day. On a long-term basis, it is hoped that this program will be the first of an annual schedule. On a short-term basis it is hoped that some of the following involvement will be generated:

- local task force sessions conducted by school and community agencies throughout the state
- a series of possibly three teleconference sessions during the year across the 23-site down-link network of the Georgia Center for Continuing Education (statewide) to provide a panel discussion and a call-in question/answer session on target issues related to the conference theme
- publication of the proceedings of the conference for selected distribution

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Conference Program Prospectus

The Educational Achievement of Our Youth: The Challenge (First General Session)

Dr. Reginald Wilson

Senior Scholar
American Council on Education
Washington, D.C.

In recent years we have been most disturbed by the declining participation of minorities, particularly Blacks, in higher education. The data are clear and compelling (see Figure 1).

In the mid-1970's, Blacks and Hispanics exceeded white participation rates as a percentage of high school graduates, but by the mid-1980's both groups of minorities had declined considerably.

Similar trends can be seen for both Black men and Black women, but for men the decline was most dramatic (see Figures 2 and 3).

The Educational Achievement of Our Youth

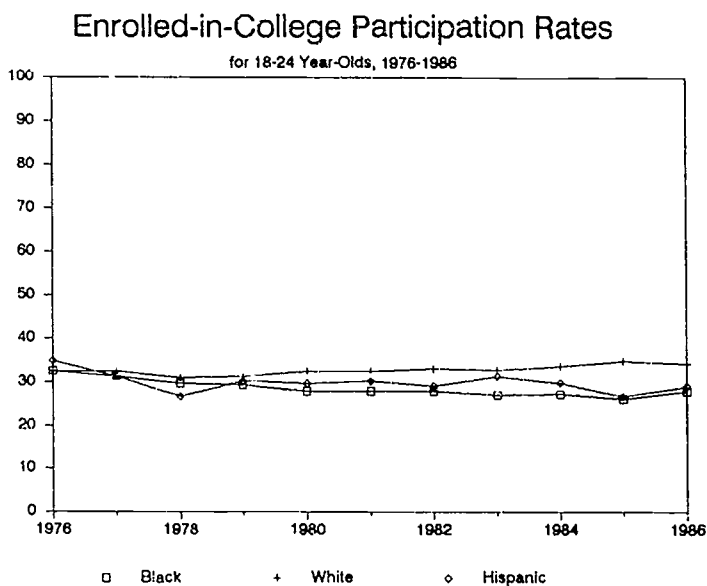


Figure One: Enrolled in College Participation Rates, Blacks, Whites, and Hispanics

College Participation Rates for 18-24

Year-Old Men, by Race, 1976 to 1988

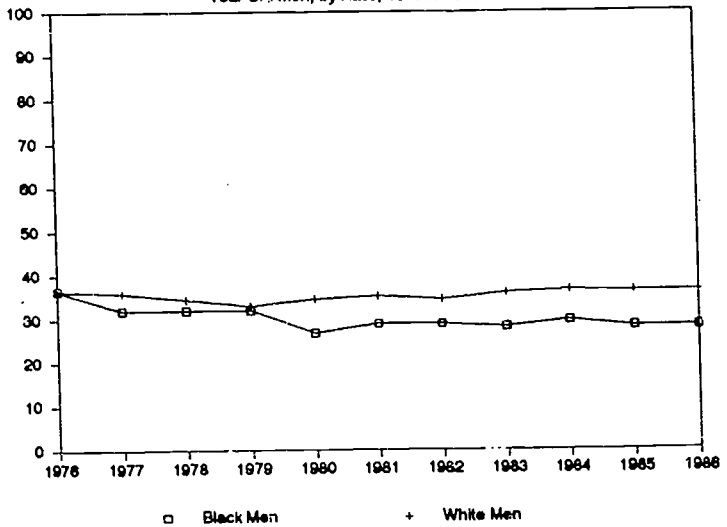


Figure Two: College Participation rates for Men

The Educational Achievement of Our Youth

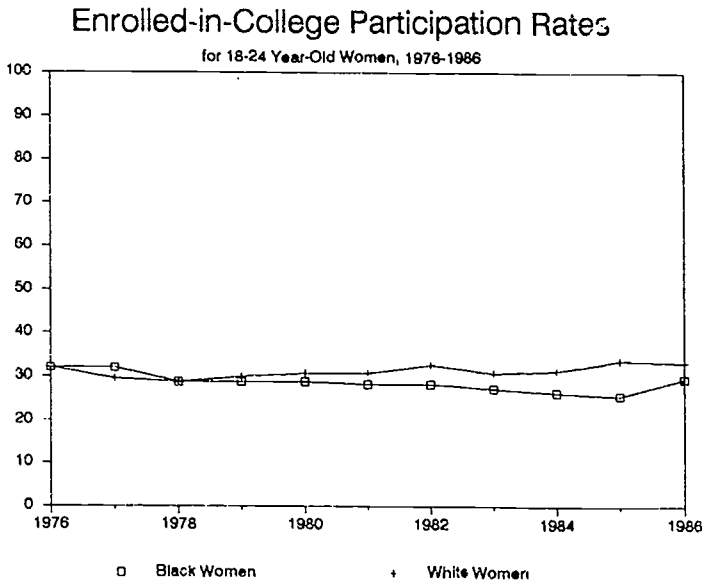


Figure Three: College Participation Rate for Women

12

13

That concern extends to every level of higher education. Blacks declined in masters degrees by 35 percent and in doctorates by 30 percent. In addition our concern has been that the progress made in the 1950's and 1960's in integrating minorities educationally, economically and socially in American society has not only slowed down in the 1970's and 1980's but has in some respects reversed itself and, on some social indicators, Blacks are doing worse than they were 15 to 20 years ago.

For example, health indicators and economic indicators show dramatically how wide the gap continues to be between Blacks and whites. Economic and employment data are equally disturbing. (See Figures 4-9.)

America's concern is triggered by two important facts: 1) our society is becoming increasingly ethnically mixed and 2) we are losing our position as the industrial and technological leader of world society. *Both of these facts are connected.*

1) The most rapid growth in birthrates and immigration in American society is among ethnic minorities, particularly Hispanic and Asian. By the middle of the next century we will no longer be a predominantly white nation and we are rapidly moving in that direction (see Figure 10).

2) However, if that minority population is not educated to the fullest extent to participate in a technological workforce, we will continue to fall behind as a nation in the world economy. These are the reasons we give for our concern. Not moral reasons but economic ones. These are the reasons ACE gave in its widely publicized statement "One-Third of a Nation" in 1988. These, of course, are not the best reasons.

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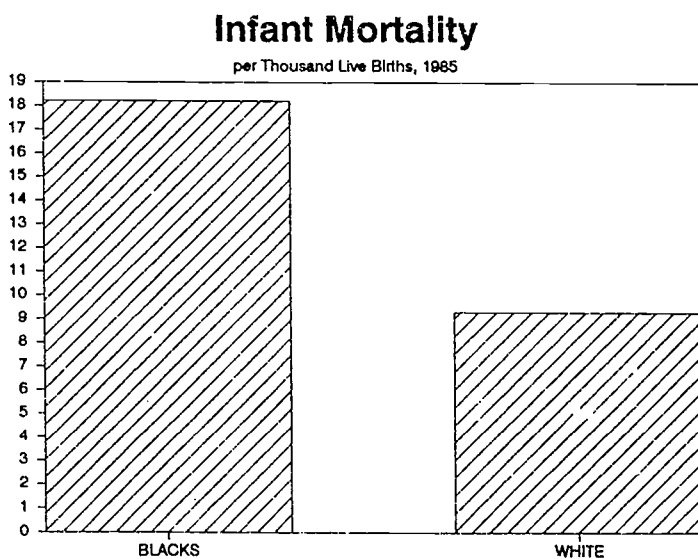


Figure Four: Infant Mortality

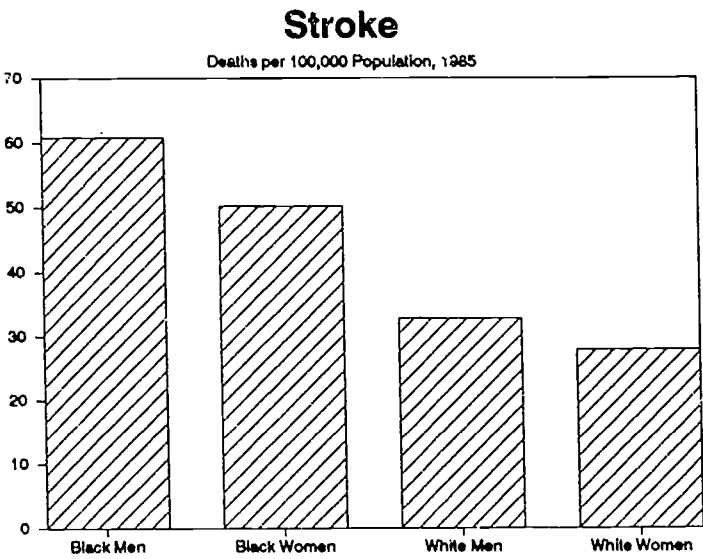


Figure Five: Death by Stroke

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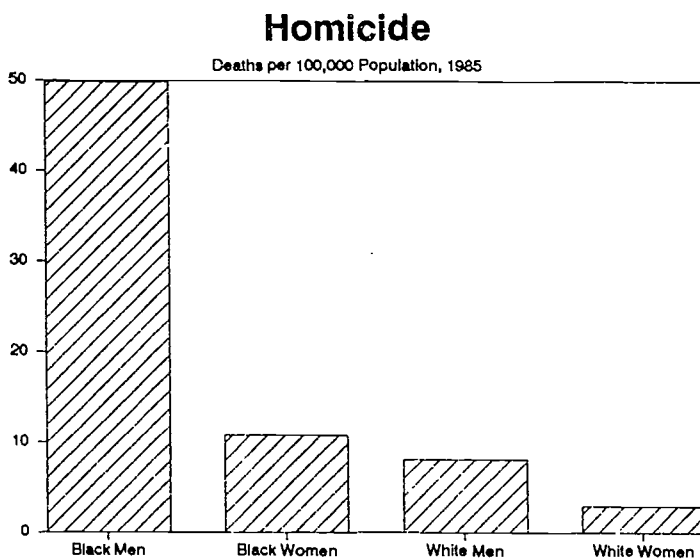


Figure Six: Death by Homicide

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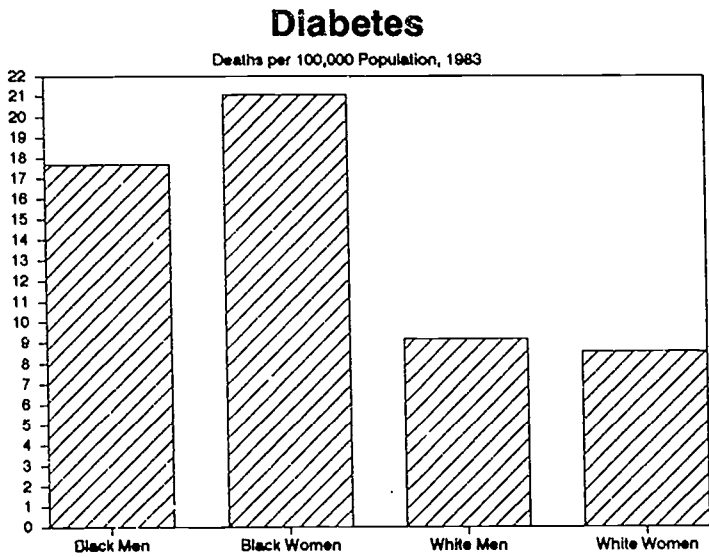


Figure Seven: Death by Diabetes

The Educational Achievement of Our Youth

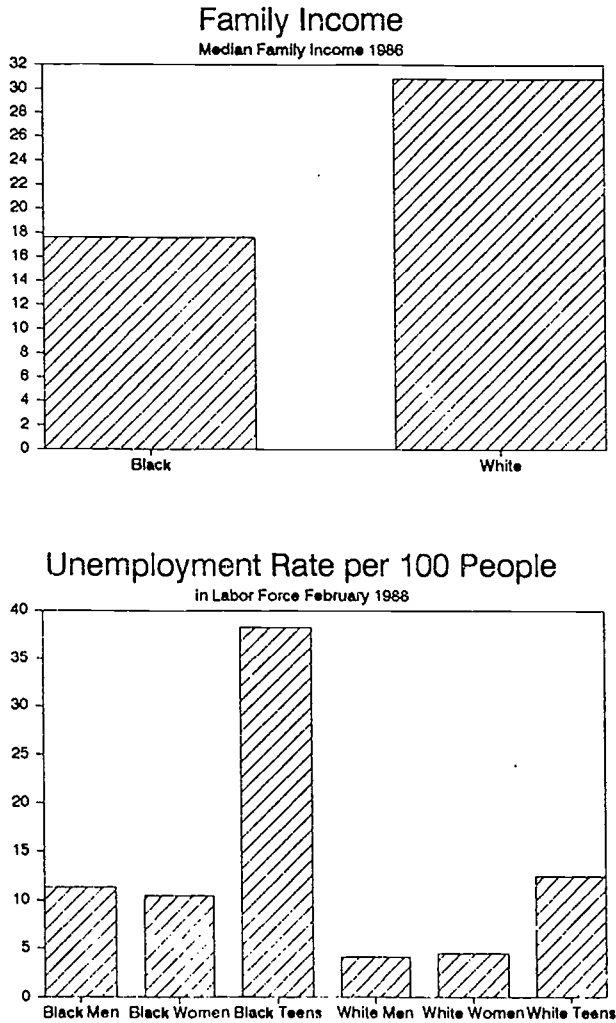
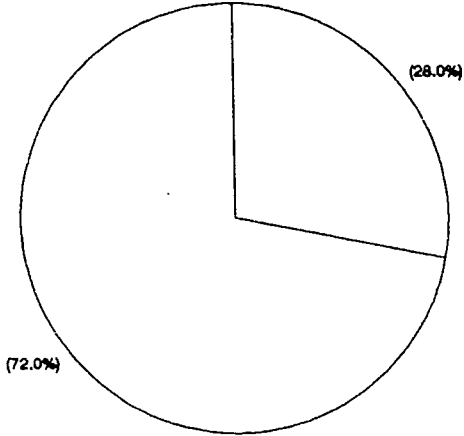


Figure Eight: Family Income & Unemployment

Percentage of Black Families

Living In Poverty, 1988



Percentage of White Families

Living In Poverty, 1988

(8.6%)

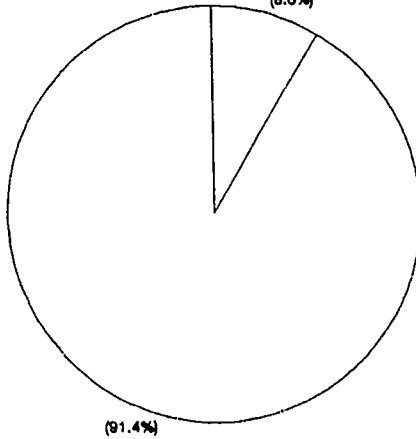


Figure Nine: Poverty

The Educational Achievement of Our Youth

Register Report Data File

June 1989

Ethnic Group	1989	2050
Caucasian	84.4%	50%
Black	12.3%	15%
Hispanic	6.0%	23%
Asian	2.0%	12%

Source: The Keckley 4/10/89

Figure Ten: Changing Ethnic Mix of U.S. Population

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Nevertheless, certain indicators show gradual progress being made by minorities despite the disabilities of negative social and economic indicators. For example, high school graduation rates have improved significantly for Blacks in the past ten years. (See Figures 11 and 12.)

Just the day before yesterday in the *Washington Post*, a report from the U.S. Department of Education indicated that Black dropout rates from schools had declined and were now nearly equal to the white dropout rates. Blacks declined to 16.8 percent from a 1985 high of 27 percent, while the white rate was 16.1 percent.

Yet despite these improvements, minorities continue to enroll in college at lesser rates than they did 15 years ago. Why is this so? First, minorities take fewer academic courses in preparation for college than do whites. (See Figure 13.)

Second, the quality of education in inner-city and in predominantly minority schools is markedly inferior to that in suburban and middle-class schools. It is still true, *as it has always been*, that those with the most resources are provided the best education, and those requiring the most help are given the poorest resources and have of them the lowest expectations.

Not only educational practice but attitudes and expectations of students differ between schools which are effective and schools which reinforce status and expectations of failure.

These facts remain true despite the massive amounts of money we have spent on school reform in the last decade. In 1982, federal, state, and local governments were spending

The Educational Achievement of Our Youth

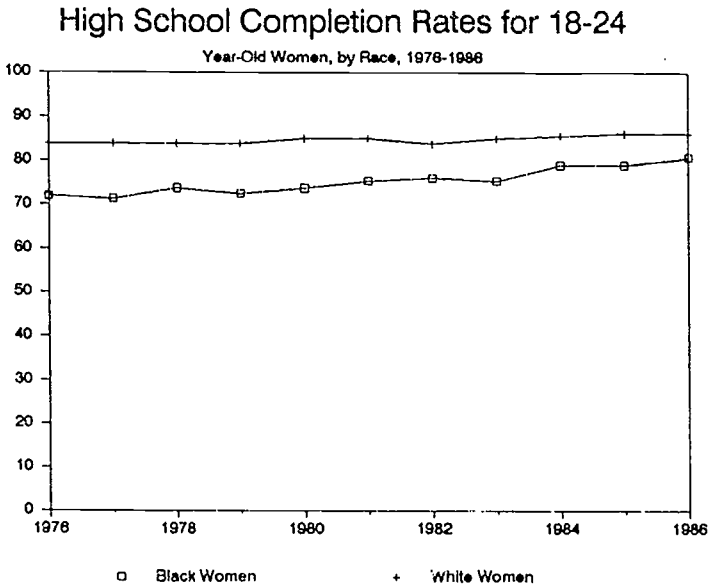


Figure Eleven: High School Completion rates for Women

High School Completion Rates for 18-24

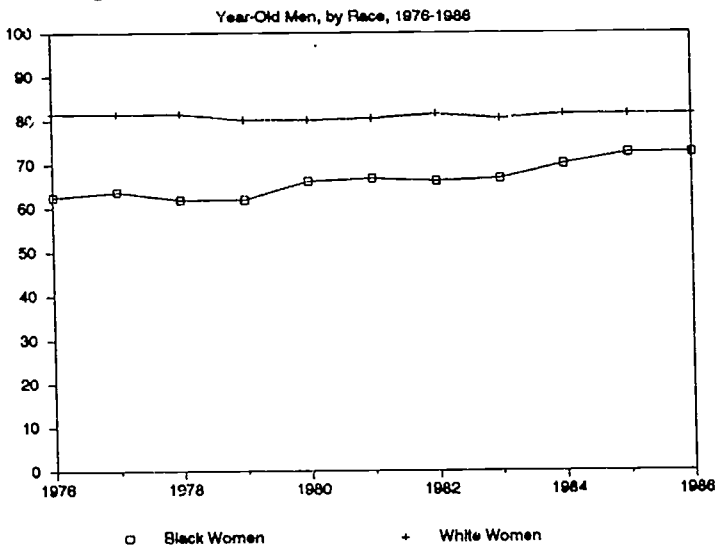
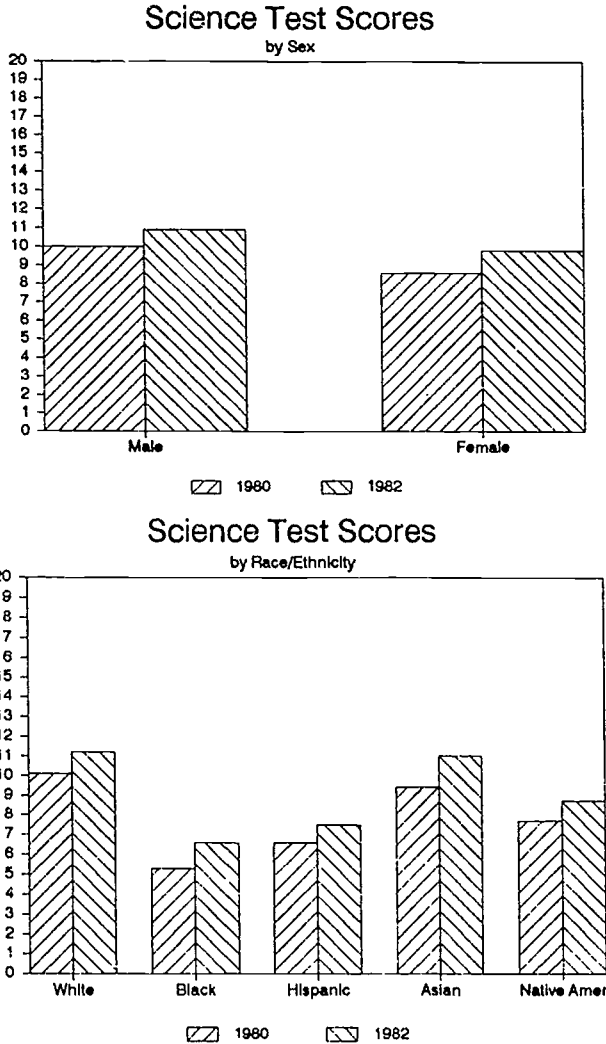


Figure Twelve: High School Completion Rates for Men

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Source: Valerie White Plisko & Joyce D. Stern (eds.), *The Condition of Education: Statistical Report* (1985 ed.), Washington, D.C.: National Center for Education Statistics, 1986, p.57.

Figure Thirteen: Science Test Scores

\$2726 per pupil in our public schools. By 1987, that figure had jumped 26 percent after adjusting for inflation. In the past two years per pupil spending has accelerated even faster to a current level of \$4527. Teacher salaries have also been increasing far faster than inflation, and are now at record levels and rising. But the investment hasn't paid off. Test scores and graduation rates rose a bit around mid-decade. But since then, as reforms have really kicked in, student performance has stagnated. Despite the self-congratulations surrounding the reform movement, the record has been one of occasional success and widespread failure.

Study after study documents that neither increased per-pupil expenditures, nor better facilities, nor lower student-teacher ratios, nor increased teacher salaries resulted in any significant improvement in student achievement; yet those are the areas where most school reform is directed and where most educators are urging change. These reforms did not make a difference because they did not change our beliefs about student potential or about what we do to increase pupil performance.

In 1988, Dr. Antoine Garibaldi, Dean of Education at Xavier University in Louisiana, conducted a national study on education and the Black male that yielded some disturbing results. Asked if they thought their Black male students would go to college, six of ten teachers said "no. *Of those teachers responding, 65 percent were Black. At the same time, 95 percent of the Black male students said they expected to graduate from high school, and eight out of ten expected to go to college. A study by Johnson in 1985 of middle class Black teachers summarized their attitudes this way: "lower achieving students do not care much about achievement..."* And what was the consensus of their advice to this problem? "Abandon the low achieving

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students and concentrate on the few we can save." Obviously, teacher expectations make a significant difference in teacher practices with students in the classroom.

Similarly, parents expectations have a significant impact on student performance as well. A study in June, 1989, at Johns Hopkins University found that "Black and White children...enter first grade with almost identical computational skills as measured by the California Achievement Test." Yet, by third grade their performance was markedly different. The researchers tested to determine if race, parent education, economic resources, family type (e.g. single parent families), or parent expectations and teacher behavior made any difference in pupil achievement. Despite our belief in the influence of all the other factors, *the only ones that made any significant difference were parental expectation and teacher behavior.*

The report concluded: "Parent expectations have large effects on performance in computation for both Black and white children..." especially if these expectations are followed by visits to the library and reading to children daily. The research found that teachers "reported they expected all parents to fulfill a number of specific parent involvement responsibilities ranging from teaching children to behave, to knowing what children are expected to learn each year, to helping them on those skills." *Yet few teachers had practices in place to help parents produce the desired behaviors at home.* And most teachers were resistant to close parental involvement in the school program.

Our expectations of pupil and school performance are very much determined by the socio-economic characteristics of

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students and their families. If you were told that one child was the son of Dr. Huxtable and the mother a lawyer, you would expect better school performance from that child than the son of a single parent in a welfare family.

In Pittsburgh, at the Van Mason School, 95 percent of the students are Black, 70 percent are from poverty level families, 60 percent have one parent and 75 percent qualify for free school lunch programs. Obviously a school doomed to failure. Yet the Van Mason School has the highest achievement scores in reading and math of all elementary schools in Pittsburgh on the California Achievement Test.

Why does the Van Mason School defy all of our assumptions about pupil performance? It is not accidental. First, the school principal and teachers have high expectations of their pupils, set high standards for their performance, and commit massive efforts to the attainment of these objectives. Dr. James Comer of Yale University has introduced accelerated learning programs in schools like Van Mason with predominantly Black and low income students, and has not only achieved dramatic performance increases but also has identified some of the factors which contribute to student success:

- 1) Schools like Van Mason adopt a comprehensive approach in which there is collaborative involvement of administrators, parents, teacher and support staff, all committed to improving the school climate, pupil academic performance, and teaching staff development.

- 2) A learning model is established that is characterized by a set of high, purposive and accelerated goals.

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3) Time devoted to learning is increased by eliminating such chores as school announcements, attendance taking, unnecessary room changes and other tasks which do not contribute to learning.

4) Contracts are established with parents to assist in school governance that will identify acceptable school behaviors and enforce them, while also identifying expected after-school activities that parents will monitor.

5) A heavily language-based curriculum underlies all subjects, including mathematics, to increase student conceptual and analytic skills.

6) Periodic and systematic assessments are carried out to assure that students are achieving goals and to assure accountability of school staffs.

7) In-service training of teachers is established in classroom organization and management, and in techniques of positive reinforcement to increase desirable classroom behavior of pupils.

What is true of effective schools at the elementary and secondary level is equally true at the college and university level, and is even more strongly resisted by college faculty and administrators because their assumptions about student performance are even more erroneous and even more strongly believed in than by elementary and secondary teachers.

After six years of undergraduate study (not four) we in our colleges successfully graduate only 27 percent of Black and Hispanic students and only 51 percent of white students. *Our*

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higher education institutions are only capable of succeeding with less than half of the students they enroll. That is an abysmal record of failure and one that most of us do not even protest.

And much of that failure is traceable to false assumptions that most of us in higher education have about academic performance. These are some of those assumptions:

Assumption	Fact
1. Possession of a doctorate in a discipline is equivalent to the ability to teach it.	No matter how much we put down colleges of education, study after study confirms that knowledge of teaching methodology improves teaching.
2. Ability tests determine fixed capacities and students with low test scores are doomed to fail.	Ability tests tell us where to start with students. Capacity at all ages is capable of improvement.
3. Individual achievement is what is to be rewarded. Studying together is cheating.	Collaborative learning produces the highest results of all.
4. The process of education is the survival of the fittest. (Social Darwinism)	Maximum success is evidence of good teaching. Ninety-five percent of students are capable of mastery learning (Bloom)

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5. Student performance is determined by the motivation of the pupil ("I am a good teacher but I have dumb students.") Motivation is an interactive process. Student success experiences lead to higher motivation. Failure reinforces low self-esteem, and low motivation.

At the University of California-Berkeley, the program in Mathematics and Science has reduced the failure rate of Black and Hispanic students in calculus from 60 percent to 4 percent. At the University of Michigan, Professor Lewis Kleinsmith's program in Introductory Biology has improved the success of Black students to equal that of white and Asian students. And there are a few other programs with equally stunning success.

We do know a great deal about what contributes to high student academic performance at both the primary school and the college level. And we do have some outstanding models of institutions which demonstrate that success and have done so for many years. Therefore, we must ask ourselves that critical and difficult question: Why, if we know so much about what works, don't we practice it more in our schools and colleges? The answers are unpleasant and uncomfortable.

First of all, the idea of the academic success of nearly all students goes against our deep-seated belief in a meritocratic society: only a few should excel, the large middle will do average work, and some at the bottom will always fail. The fact that those distributions also fit race and class expectations only reinforces our belief that they are true. Therefore, why change an educational system that reinforces what we believe?

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Secondly, bureaucracies perpetuate themselves irrespective of the color of their managers. Nearly all of our big city school systems are incredible educational failures, even where they have large numbers of minority teachers and administrators. Unless massive intervention occurs, with different expectations of teachers, parents and students, these schools will continue to fail most of their students.

In higher education, the meritocratic ranking of institutions is even more applauded and nearly all of us support it. We would easily sell our grandmothers to get our children into Harvard and Yale, not because they will get a superior education (most of them will not) but because the possession of a prestige degree will assure a prestige job and because our selection process becomes a self-fulfilling prophecy.

Walter Karp, writing in the June, 1989, issue of *Harpers* magazine, speaks even more strongly about American schooling than I do. I leave you with his words:

The public schools we have today are what the powerful and considerable have made them. They will not be redeemed by trifling reforms...They are not meant to...The education of a free people will not come from federal bureaucrats crying up 'excellence'...any more than it came from their predecessors who cried up schooling as a means to get a better job.

Only ordinary citizens can rescue the schools from their stifling corruption, for nobody else wants children to become questioning citizens at all. If we wait for the mighty to teach

The Educational Achievement of Our Youth

America's youth what secures or endangers their freedom, we will wait until the crack of doom.

Counseling: Bridging the Gap Between Teachers and Parents

Dwight Davis

Coordinator of the Metro Atlanta
Parent Awareness/Child Emphasis (PACE) Organization
Atlanta Public Schools
Atlanta University School of Arts and Science
Sociology and Education Administration and Supervision

In a report from the Department of Educational Leadership at Auburn University entitled "Teacher-Parent Interactions: An Effective School-Community Environment," Ost (1988) tells that "the boundaries [of] educating institutions must be permeable rather than closed, and educators should initiate establishing the connecting fibre..."

Public concern for the education of American youth has taken many different forms in recent years. At least the most recent reform movement has resulted in closer scrutiny of the schools, and it was recognized that parents and society-at-large feel disenfranchised from the schooling process. Teachers and

Counseling: Bridging the Gap

schools tend to operate in isolation; there is a hiatus between parents and teachers. Gone is the sense of community—the mutual respect between home and school and the trust of teachers for/by parents. The model of shared responsibility for the education of children seems no longer dominant. Meanwhile, over the past decade, increasing numbers of parent and community organizations have come into existence with the primary goal of affecting schools. In fact, the public's need appears so great that self-help agencies have emerged with the specific purpose of providing assistance to members of the public concerned with exerting influence upon their schools (Ost, 1988, p. 165).

In this particular review by Ost the focus for examination is (1) schools (teachers), community (parents), and students (children) all interrelated and functioning within a complex ecology; (2) existing approaches or models of facilitating teacher-parent interactions; and (3) implications toward recommendations for improvement of school-community environment (see figure 1).

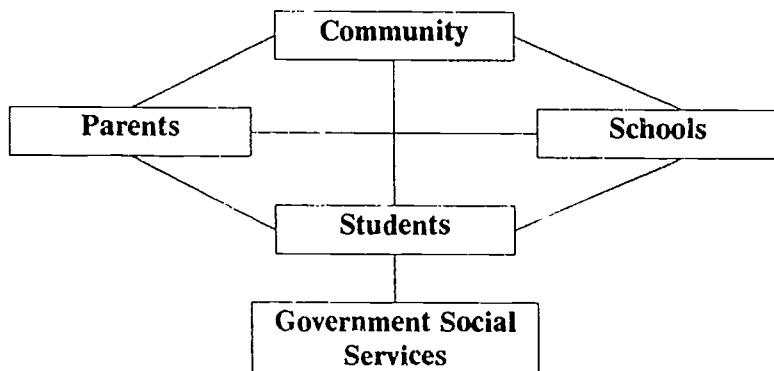


Figure 1. School-Community Ecology Model

School-Community Ecology

The teacher-parent need for interaction is paramount in the success or failure of a school system. That is, if teacher-parent interaction is encouraged, the relationship between school and community is effective, and the ecological system of school and community thrives and nourishes a successful society.

As parents and teacher become increasingly involved in the school as a result of policy development, legislative mandates, or community based initiatives, the teacher must become the participant lead guide in this process.

The parent-community role must operate to support involvement and action. The training of teachers and parents in their respective roles of involvement in programs must rely upon special needs identification, general instruction, and curriculum decisions and governance must be clearly defined in school board policy as law.

The Failed Models of Teacher-Parent Interaction and the Common Fallacy

The failure of the schools vis-a-vis the teacher and the administrators is the socio-economic pathologies of poor teacher training and commitment and lack of responsible policy review by school board officials.

The changing demographics of the society have evolved into the liberalization of societal norms that have caused fundamental changes in the general views of life, school and the value of education. The rise of illiteracy (aesthetic, legal,

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technological, economic, political, nutritional, and sexual) produces the need for increased training and education. The environment as a community is the interaction of social connections that foster school and community commitment. The ability to design strategies of interaction is not only the responsibility of the parents and the teachers, support should be a widespread commitment among school administrators. Strategies should fit specific communities with the confidence of shared responsibilities by the students, teachers, parents and community concerns. With support policy and in-service training the goal of successful school-community ecology thrives.

Counseling: Bridging the Gap Between Teachers and Parents

Communication

Counseling between parents and teachers is an essential mechanism in successfully identifying the child's needs in relationship with the parents' needs.

Two types of monitoring processes, compliance monitoring and parent involvement, comprise, on the one side, review policy guideline requirements and, on the other side, parental review of policy concerning the education of children in schools. Responsibilities and duties of school administrators are clearly defined as school board policy. The parents' rights to challenge such school board policy is the clearly defined legal provision of due process right of parents and children to be guaranteed by states and localities, and including notice, right to hearings and appeal procedures.

Assertiveness is expressing your needs clearly and directly, this is, exercising your right to question the education of your child by effective communication. Parental apathy is widespread among socio-impooverished neighborhood communities. The school must act independently through its teachers and counselors to address parental apathy and must identify the child's needs in the absence of the parents. Domestic responsibility is not just a parental responsibility; socialization and social services go hand-in-hand. With effective identification and the coordination of resources; the silent victim/parent apathy cycle is removed; the waiting parent becomes the assertive parent. With counseling between parents and teachers, communication strengthens families and communities.

Support

Support comes in many forms. Support services are a preliminary objective in the review of "child need identification." In conjunction, the *Family Education Rights and Privacy Act*, as law, provides for confidentiality of all school records.

Discipline is the most crucial issue facing schools today. The rules and regulations of procedure for student behavior are clearly defined in school board policy. Compliance is a matter of understanding effectively the responsibilities connected with such actions in the matters of discipline.

Corporal punishment as a practice is ineffective as punishment. Misconduct and anti-social behavior are reflective of the breakdown in the child review process; compliance policy and child identification objectives legally mandate the "special needs of the child" be met. Support counseling comes as a

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mechanism of prevention rather than prosecution. Many programs and provision policies support the continuation of "special programs" in their identification, evaluation, education plans, parents' right to participate, related school services, records, due process and funding.

The teacher must have an honest, caring commitment in the belief that all children are good and can learn together. The dedication and competent effort of the teacher is to communicate effective teaching as a facilitator of an open relationship with the students and parents. This effort strengthens parental involvement, and then programs can emerge to address the school and family needs. The provision of such programs starts in the school with the teachers and the parents, and then such policy must be maintained as a strategic vision of school board administrators as policy. The provisions of school board policy again are clearly defined concerning parents, schools and the law.

School Board Policy Review is Parent Awareness/Child Emphasis

Issues of discrimination remain a matter of due process as a malpractice provision of the law. Clearly, poor instruction, teacher incompetency, and poor school board policy and training are the negative ramifications that result from improper classification and placement under improper curriculum – the malicious intentional educational injury that occurs in public education.

Issues of poverty, crime, single parent households and child abuse are the areas of social service deliveries that must be

addressed by the government and schools. Through the processes of counseling, identification and shared community responsibility, effective school-community ecology thrives positively.

These are the implications of communication and support as social learning instructions.

Level I

Interaction

Unit: Home and school

Theme: How the members of the home and school help one another by identifying school interest and home interest.

If the home and the school recognize their responsibility in the identification of needs, the process produces effective interaction in the school-community environment.

Level II

Interdependence

Unit: The community and its workers

Theme: How the activities of the members of the family and of the community help one another in the successful coordination of social services assistances, public servant responsibilities, and volunteer action to service the family and the community. The duties and the responsibilities of the family are processes and procedures of domestic management. These may range from the preparation of food, the maintenance and

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selection of the proper clothing to the management/procurement of utilities (fuel, power and water). These are community interests of interdependence that provide preparedness to the environmental realities of civil safety and first aid.

These are the programs of action that effectively communicate and support an effective school-community environment. Again, counseling is the bridge that removes the gap between parents and teachers pertaining to these concerns.

In conclusion, the counseling of related psychotherapy is critical:

Psychotherapy, with counseling and guidance makes the parent and pupil aware of their needs; these needs faced and understanding facilitated, pathways to success can be charted. With the recognition of blocks to learning, the desire for self-improvement can be enhanced and fostered. Individuals are no longer a part of a set pattern in which school grades place a stigma on them, and can sentence them for life to failure. When individuals realize their needs, they are more likely to ask and ask until they succeed.

**Parent Awareness/Child
Emphasis (PACE)**

Statement of Purpose

PACE is a non-profit organization that is concerned with many of the problems confronting minority children in the public school system. PACE seeks to inform parents about school issues and assist them in organizing to solve problems.

Our Personal Concern as parents and citizens is to band together to help our students achieve in school so they will be able to have careers and become productive citizens instead of the pathological self-destructive statistics of gender and race and the socio-economic trends of oppressed opportunity.

Our Goal is Quality Education for minority children, parental involvement, special education needs identification, and learning problems and discipline correction as shared responsibilities.

For more information contact:

PACE Atlanta
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East Point, Georgia 30364-0214

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Reading and the Minority Child in Today's School System

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To what extent can a minority child learn to read in today's school system? While you ponder the answer to this question, let us think in terms of the meaning of reading. It is a known fact that reading is a very complex process. It is not simply taking a book, looking at words, and saying them. According to Emerald Dechant, author of *Reading Improvement in the Secondary School* and other reading textbooks, "reading of graphic symbols consists of two processes: the mechanical processes involved in bringing the stimuli to the brain, and the mental processes involved in interpreting the stimuli after they get to the brain...."

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According to Dechant,

...the reader must bring *meaning* to the graphic symbol. Meaning depends to a great degree upon the reader's ability to recreate those experiences for which the symbol stands. The critical element in reading often is not what is on the page, but, rather what the graphic symbol signifies to the reader.

Dechant goes on to say: *Reading thus is the process of giving the significance intended by the writer to the graphic symbols by relating them to one's own fund of experience*" (Dechant, 1973, pp. 20-21).

What Were the Meanings Conveyed by Writers of the Child's First Textbook?

If part of the reading process is giving the meaning intended by the writer to the written words by relating the written words to one's own total experiences, the question that must be asked is twofold: 1) What is the meaning intended by the writer, and 2) What are the child's experiences that can be related to the writer's written words? To answer this question, the most obvious place to look is in the materials used to teach reading—those of the basal reader approach. The basal reader is the first textbook with which the child comes in contact. The basal reader approach is the most used reading approach in school systems in the United States. This approach has a series of readers from first grade through grade 4, 5, or 6, depending on the series. Some series go as far as grade 9 with each textbook in the series accompanied with a workbook, a

teacher's step-by-step manual and suggestions for teaching reading skills.

In reference to the meaning intended by writers of basal readers and the child's experiences being related to the writer's written words, there are those who have discussed this problem. One who has discussed it some time ago is a J.H. Douglass. In a 1960 White House Conference on Children and Youth entitled, *The Effects of Minority Status on Children*, Douglass stated that the problem with the basal readers is, "The way blacks have been portrayed in basal readers has likely helped lead to poor self-concepts including feelings of inferiority, feelings of rejection, and feelings of self-hatred on the part of many black children" (Douglass, 1960, p. 183).

Based on Dechant's definition of reading, one must ask: was the intended meaning of the writers of basal readers to portray Blacks in such a way as to help lead Black children to feel inferior, to feel rejected, and to feel self-hatred? Could Black children's experiences be related to the writer's written words?

To determine the way Blacks were seen in 1973 in certain perspectives in basal readers, the writer did a national study in the ten Health Education Welfare regions, one state from each region, those being California, Colorado, Georgia, Massachusetts, Michigan, Nebraska, New York, Oklahoma, Washington, West Virginia. This study, a doctoral dissertation, was entitled *The Attitudes of Blacks Toward Stories in Selected Basal Readers Which Contain Negro Characters*. Briefly, the 1973 results of this study were the following: basal reader series have not adequately portrayed Blacks. The percentage of stories pertaining to Blacks in basal readers is very small, five (5) percent, and non-representative of the total

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population in the United States. The history of the portrayal of Blacks in basal readers is synonymous with the history of the United States and its treatment of the Negro in textbooks, especially history textbooks.

As different perspectives of this study are mentioned, please bear in mind the intended meanings of basal reader writers and how Black children could relate their experiences to the meanings of these writers. One perspective of the study was *Portrayal of the Black Character*.

According to the study, basal reader stories tell children about a Black character, but not necessarily the way Blacks would like for stories to be told. In terms of outstanding Blacks mentioned in basal readers, the study indicated (in reference to *Black Heroes*), and the writer quotes:

There are Black "heroes" Blacks would like to have included in stories their children read. The "heroes" the Black respondents selected are of a greater number and variety than those included in the selected basal readers. The heroes portrayed in the randomly selected basal reader series were those Blacks considered to be more passive—here meaning submissive. The Black heroes portrayed in these stories were those passive Blacks who thought and think a certain way—a way conditioned by pressure from "whites".... Those heroes chosen in the past and still today, in basal reader series, represent a conditioned way of thinking on the part of Blacks—an imposed way of thinking—since Blacks were not

asked how they would like to be portrayed, and they were not asked *which* Black heroes should be included in stories pertaining to Blacks.

Another perspective of this study was racism, *Racism* or (*Color Problems*). According to the results of the study, "the literature indicates that 'color' problems Blacks have gone through or go through should be revealed in stories children read." As stated by Richardson (1970) "...texts do not help pupils give closure to past problems." To fully understand what they are reading, especially historical fiction, biographical fiction or fictionalized biography, children must understand past problems which would give them insight into the present situation. The stories examined in this study did not allude to the past history or problems of Blacks.

Although this study dealt with color problems, it also dealt with another form of racism—institutional racism. According to the results, stories should give insight into today's racial problems.

Children should understand that there are "...anti-Negro attitudes held by individuals—attitudes which under certain circumstances often manifest themselves in anti-Negro behavior," according to Pettrigrew (1971, xviii).

They should also understand that certain societal institutions exist whose normal modes of operation restrict choices for Black Americans. Another aspect of the study was *Blacks in a Balanced Perspective*; in other words, (*Racial Incidents*). According to the study results:

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Blacks would like to see more stories about Blacks, in basal readers, written by Black authors. Blacks would like pictures which imply a positive status. Blacks would like pictures that depict them in all walks of life....The respondents thought a Black illustrator would have drawn the pictures differently.

Another aspect of the study pertained to the illustrations of Blacks. As far as the *Pictorial Treatment of Afro-Americans in Books for Young Children*, it seems there is a distrust on the part of Blacks. It seems that Blacks want to be seen in a realistic way.

At this point, the meanings intended by the writers seem obvious. If the meanings intended by the writers were negative, it seems impossible for children to relate their experiences to these meanings. It would seem that a minority child could not relate to such materials and, as such, these materials have a negative effect on learning how to read in a school system that only uses these types of materials. It seems, in 1973 and prior to 1973, the stereotyped Black of menial labor, very seldom, if ever, portrayed as a professional, was not received well by the Black child. It seems Black parents sent their children to school each day to be taught to dislike themselves. This was highly unfortunate for it is a generally accepted fact that reading plays an important part in creating an image in the minds of children. What was done in our schools was "teaching and not teaching." While teachers were teaching Black children negative images, they used the same materials to supposedly teach white children positive images. However, it did not work, for it seemed children, by and large, just did not read effectively. The nation's reading scores in 1973 had already reflected this,

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for in 1969, Dr. James E. Allen, Jr., then U.S. Commissioner of Education and founder of the *Right to Read Program*, advocated that “no child would leave school by the end of the 1970’s without adequate reading ability.” What the writers of the materials and the publishers did not realize is that reading, different from other subjects, is a skill that one has to use to learn in all other subjects. When children cannot read, they cannot read science, mathematics, social studies, and they cannot think to write, for reading is a thinking process. Reading, this skill with which all other subjects must be learned, had its impact on society, for not only were America’s children reading poorly, they were not learning in school. The real impact of this “teaching and not teaching” came in the 1980’s. According to Jonathan Kozol, author of *Illiterate America*, and I quote: “On April 26, 1983, pointing to the literacy crisis and to a collapse in standards at the secondary and college levels, the National Commission on Excellence in Education warned: ‘Our Nation is at risk.’”

With the emphasis on restructuring the entire educational system and realizing what people have to read, the writer believes the way that material is written must have an effect on how literate people become. Trying to determine the way content affects literacy, in a 1988 basal reader study, the writer asked the question, “To what extent can one become literate without knowledge of one’s written culture included in the materials one reads?”

To give some background as to how people (different cultural groups in the United States) are portrayed in basals, the writer used 31 randomly selected North Carolina state-adopted texts. The racial groups representative of the multi-cultures seen in basal readers were Blacks, Whites, American

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Indians, Puerto Ricans, Mexicans, Spanish, Orientals, Filipinos, Africans, Hawaiians, Eskimos, Israelites, and Egyptians. The writer looked at the pictures only in 1,572 stories and tried to determine the race of the person by features and color and by name. All of the details of this study will not be related to you. However, you should understand that of the 803 stories which pertained to the different races, 384 stories (48%) pertained to Whites. Even stories with two or more different racial groups had a White or Whites in them somewhere. Of the total number of stories with mixed groups (23), 16 (or 70%) were mixed with Whites, the overriding cultural influence.

You should note that this study was done to determine the extent of stories pertaining to people of culture and, based on research of others, to determine the effects on the reader if the reader cannot identify with the content he or she reads.

We know that to be an effective reader, there are certain reading skills the reader must possess. According to results of research done on Cultural Content, when people read stories from their Native Cultures, they use certain reading skills such that: 1) They understand (a Comprehension skill) them better. 2) Their recall (a Comprehension skill) is better. 3) Their reading speed (a Rate and Efficiency skill) is faster. 4) Their background knowledge is more readily assimilated with the content (a Basic Reading Skill). 5) Their familiarity with and performance on inferential measures is better. Inferential reading (reading between the lines) or reading what is implied is a Comprehension Skill. 6) Their listening comprehension is better, and 7) they can read the material and actually be a part of the character situation. They can relate to the written and visual content.

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The answer to the question of this study, it seems, is that *The extent to which one can become literate will never be known until we have materials that reflect truly—in numbers proportionate to the various populations in society—the cross-cultural backgrounds and ethnic heritages of the reader.*

To answer the question the writer proposed to you today, you must realize that *how one reads is really determined by the societal treatment accorded the individual in this society, for it seems the content found in school materials is reflective of the ways of our society.* We, as parents, must therefore become the teachers of our children. No longer must we sit back and allow our children to be taught and not taught. We must determine our destiny; and to do that, we must know who we are.

Do We Know Who We Are?

As we sit here today, many of us are burdened with different types of problems. Some of us are unemployed; some of us employed are about to be unemployed. Some, whether in our midst or not, are homeless, some in jail, some of us on death row, many of us walking the pavement each day—walking roads without maps—just walking with nowhere to go. Many of us who are driving are driving roads without maps. If we had a map, would all the destinations—east, west, south, north—be labeled Hardships? Who are we? Many of us were never meant to be, for our parents were on drugs before we were born. Many of us were brain damaged before we were born. Many of us are a group of children who have the poorest rate of survival. Who are we?

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We Are The Earth!

We are a people sold by our ancestors – put like sardines on ships, treated like swine on man's longest voyage to another land, to a nation of Hardships. Who are we? We are the children of children of slaves and slave masters. We are the people who were taught to dislike ourselves. We are the people who were taught to hate one another, to lie, to cheat, to steal, to tattle on one another. We, yes we, are the people on whose backs this nation was built.

Who are we? We are the children of children of children of children who were told not to learn. We were told it was a crime for us to learn – a crime to read. Who are we? We are the slaves who went along dirty, dusty roads searching for pages from books, learning to read despite a slave master who said, "No, don't teach that slave to read. It is against the law!" Who are we? We are the descendants of that mighty slave who taught himself how to read, who went on to become one of the world's greatest orators, a mighty man who stood tall, who had the stance of a giant and the roar of a lion.

Who are we? We are the people of strength who had an idea called freedom. We don't know what this thing called freedom is, but we are searching for it. We do know that if we can read books written about our many noble deeds, we can find this freedom. We are endurers – who, despite the ships, the journey, the beatings, despite the cold, the work, the rapes, despite the nonlearning, despite man's cruelest inhumanity to man, we are God's people of strength. We are the endurers of the hardships of the earth – the plowing, planting, hoeing, weeding, tying, picking, cleaning, and eating – yes, eating what was left. But we endured.

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Who are we? We, the only people forced to come to this country and never permitted to assimilate. We, the endurers of hardships, have had to and must continue to endure. We must chart a new course so when we get on board, we will steer that ship. We must determine our destiny. We must travel a road where no man has gone before. We can do this, for we have the only map of hardships and we have passed all entry tests of endurance. Our next step is to read our compass for there will be no North Star. Where we are going, we will read charts, graphs and maps, for we will read and captain our course, not follow it. We will write what we will read, for our ancestors started the first form of reading—hieroglyphics. We are the Nile, the Sphinx, and the Amazon. We will no longer be the determined. To find freedom—the power of the mind—we must be the determiners.

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The Imperative Educational Network (First Luncheon Address)

Dr. Claire C. Swann

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When Dr. Tomlinson asked if I could be with you today, I was thrilled both to be asked and more so, that you are talking about/striving to do something about educational improvements and reforms across many lines: from pre-K through 16 or more. Since these are post luncheon remarks I'd like my comments to be somewhat light and general—certainly not ones to give you indigestion nor, on the other hand, ones to put you to sleep either. It's interesting to generalize since I've been in the business of finding, attracting and enrolling students in the higher education ranks for more than 25 years and can see six or more changed eras through which teens have come. On the other hand, I am a mother to only one so my individual illustrations may not be too statistically sound. I do

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feel qualified, however, to share some tips with parents after the hundreds of sessions I've had with families to discuss poor high school production and academic records.

First: There are at least four other groups which need commending for their recent and significant educational reform efforts.

The National PTA is the first. If you haven't already, get a copy of September's *Redbook*. In it, the PTA with its 6.6 million membership joins forces with *Redbook* to highlight important issues facing today's families. The issue contains a number of good excerpts from the 1989 Doubleday published *The National PTA Talks to Parents: How to Get the Best Education for Your Child*. PTA National president Ann Lynch admonishes us all to make a **start** through our nation's school children at addressing America's overwhelming problems of drugs, AIDs, the homeless and urban decay. Atlanta's own Principal Bessie McLemore reminds us that the difference between a good school and a great one is the **parents**. If you are involved, your child will do better and will learn more.

The second group to commend is the College Board for their decade of the 80's Project EQ: Educational Quality, an effort to strengthen the academic quality of secondary education and to ensure equality of opportunity for postsecondary education for all students. EQ's green book identifies *What Students Need to Know/to be Able to Do*. More than 200 high school and college teachers devoted themselves to rethinking the subject matter needed for competencies in reading, writing, speaking and listening, mathematics, reasoning, studying and perceiving or observing productively. EQ also identified and structured action to achieve outcomes including roles of

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counselors and administrators building climates of encouragement and realistic expectations that will motivate students to persist in a strong program of academic preparation for life. Families were programmed to offer help with early planning and persistent follow through while students supply the positive attitude, personal responsibility and the willingness to conduct themselves in ways that will make learning possible for themselves and their classmates. The columnist Abigail Van Buren is quoted: if you want your children to keep their feet on the ground, put some responsibility on their shoulders.

Another group to salute in this decade of attempting to bring about better communication through educational reform is the National Council of Teachers of Mathematics (NCTM) who in March this year released its *Curriculum and Evaluation Standards for School Mathematics*. Their document contains 54 statements about the goals of school mathematics and proves that students can no longer make their way in the workplace on the basis of clever hands, strong backs and shopkeeper arithmetic. Mathematics now is (or must be) a way of thinking in a technological society not a way of storing facts and principles for later use. The NCTM five goals posit that students should learn to value mathematics, learn to reason mathematically, learn to communicate mathematically, to become confident of their mathematical abilities and become mathematical problem solvers. Why are students bogged down in math? Authors of curriculum materials claim that math topics are presented in a spiral fashion with an idea introduced one year, expanded and presented again the next year in greater depth and with even greater rigor in successive years. Because so many topics are introduced each year, insufficient attention is given to each topic and students have too little time to synthesize each new idea. So the same concept must be

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reintroduced year after year at the same level of complexity. A practical step in the right direction is a set of materials called *Algebridge*, a product now being developed by ETS and the College Board to bridge the gap between the study of arithmetic and algebra. The PTA through one of its past presidents opines that the best thing parents can do to help their children with math is to change their attitudes about the importance of math in today's world and very practically speaking: help local PTA's plan meetings on improving the Math Matters project by the Mathematical Sciences Education Board.

A fourth group returning now to the educational fold appears to be our national leaders with their specific initiatives. President Bush in his last week's address to the nation insisted that all Americans make it our responsibility to do all in our power to dissolve the drug problem and return America to a productive level. Critics the next morning cited his not providing adequate funding **but** if we get on with the **work**, the needed money will come. Secretary Carvazos reported recently on a survey of 1600 adults' opinions on education. Most favored reducing class size to 15 in the early grades even if it means higher taxes; conforming to national achievement standards and goals, including a national curriculum and after school and summer programs; enrolling at schools of parental choice; providing day care for children of working parents; and screening the young for health problems. Many of us remember when the national scene almost completely remanded the business of education to the local and state houses except in the area of college student financial aid. In my opinion, we cannot do it without assistance from the feds. It's Re-Enter Time and support must be done in a **big and supportive** way.

In the remaining minutes, I'd like to share a few more ways in which current literature says we as a local parental society can help with the education of our young people. Most of these tips are from the Claire Swann collection...Many of the tips stem from the awareness made public during investigation of the nationwide study commission which produced *A Nation at Risk*. Simply, the tips are: more reading and less television for the student. For the parents—more patience, more attention and caring about educational progress, more verbal rewarding, more demonstrated love toward the offspring and the other parent if there is one. How can these mere words be turned into action?

(1) About the TV: slowly but surely teach the student to be a discriminant television watcher; with him or her, make or use an already printed chart of programs for the week to be watched. Research indicates that children who watch a lot of TV get poorer grades, put less effort into school work, have poorer reading skills, interact less well with others and have fewer outside activities than those who have an hour or less TV a day. Obesity has been linked to heavy television viewing since it keeps students from active play.

(2) Provide resources at home for learning. Books and magazines should be made available. Sit down and read to or with your offspring every day! Half an hour a day of this and talking to your children will make a significant difference and, according to the PTA, an hour

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or two a year speaking to their teachers will make a difference. An NEA survey found that over 90% of the teachers want more parent involvement. School faculties have seen that budgets and assistance programs will be more apt to pass when heavy parent support is voiced.

(3) As parents we must accept the responsibility and not expect the teachers to take over the obligation of basic discipline.

(4) View drinking and excessive partying as a serious matter and one which takes a toll on classroom and work performance. With our current concern with drugs, we often forget that alcohol is the drug most frequently abused by youngsters and adults.

(5) Help keep watchful eyes on teachers, salaries and school conditions and please remember to thank teachers when you are grateful for your student's school successes. About grades and academic programs: we as parents should have a general idea of how our student is doing before we get the report card or transcript. If the report is not good, it should be used as a platform for change. Parents nor teachers should punish students because of or with grades. If we've kept mindful of the student's trends, we will know what's coming. At least once a year, get out reports from the past few years to examine progress in the

academic areas. If it isn't there, examine the "why's" and reset the week's agenda in the form of a study chart (or other visible reminders on the refrigerator) of the needed behavior modifications.

(6) Remember that communication is the key for academic progress: an evenness of exchange among parents, offspring and school.

(7) And last, the part of education that parents want to discuss with me all the time: what about standardized test scores? Will they ever go away and what can I do about low scores? The answer to the first part is "no" and to the second part is everything we've talked about today in this session. But again, several tips. Discuss test results with teachers from the very beginning school days. Listen and learn as much as you possibly can about testing and test results. Have a good and encouraging – but not unrealistically expectant – attitude about mental examinations, so your student can approach testing periods as calmly and as confidentially as possible. Grades in the classroom and scores are inextricably tied together! We talked earlier about trends with grades; you can be equally knowledgeable about testing patterns and recognize growth which is occurring. Don't panic when scoring is not as high as you want it to be. If all scored high, the test constructionists would change the test. One of the biggest gains from testing results is the ability

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of programs to place students among others of similar preparedness so learning can occur at even speeds and speeds appropriate to the learner. This is the idea in the business of students and parents choosing the most appropriate college. Putting oneself in a college environment where she or he can and will be successful is the most essential element of college choice. Therefore, enrolling at a college where the testing and grading class profile is much like your student's is insurance for a successful freshman year.

All America is gravely concerned about the education of its youth. One national way to discuss the decline is with test scores. Two surefire—but gradual—ways to change the decline: more communication among the relevant players and more students taking more years of academic classroom instruction to make for a more learned and thus more productive society.

The Athens Tutorial Program Story

Second Luncheon Address

Barbara Thurmond Archibald

Program Administrator — Athens Tutorial Program
Conference Program Co-Chair
Athens, Georgia

In the process of education, there are three personal elements: Parents, Teachers, and Concerned Individuals:

Parents

It is parents who first give life to their children. Parenthood is a great privilege as well as a great responsibility. But beyond these, it is a great opportunity. What a child becomes depends upon parents more so than upon any other person.

Teachers

Teachers should be held in the biggest honour. American Historian, Armon J. Gerson, has said "The most potent of all

Greetings

indirect influences in the development of our citizenry is the influence of a good teacher.”

Concerned Individuals

Concerned Individuals recognize that parents and teachers must not carry the cross alone in educating our children, but they too must share this responsibility.

Good Morning,

I greet you on behalf of the Athens Tutorial Program, its Board of Directors, staff, students and volunteers. The Athens Tutorial Program is a community effort to improve the academic skills of students in grades 3-9 through a one-to-one tutorial relationship.

We are pleased to co-sponsor this first statewide conference. We are excited about your presence here today and we are looking forward to sharing our program with you at the luncheon. Welcome!

The Athens Tutorial Program is a successful after-school/community-based tutorial program. It is a model program that has received national, state and local recognition.

Since its inception, the program has provided academic assistance for over 1,500 students in Athens/Clarke county. It has utilized over 2,000 volunteers.

The program is a prototypical model of volunteerism at its best. Through its volunteer system, it unites every segment of

Barbara Thurmond Archibald

the community—parents, retired persons, teachers, University of Georgia students and professors.

It is successful because its foundation was built on the uniting of the people of Athens/Clarke County. As is indicated throughout this conference today, if we will successfully educate our children, we must bring every major community entity into the arena of education. In a multi-cultural society, no particular entity can do it alone.

The Athens Tutorial Program is a model example of the Imperative Educational Network: Parents, Teachers, and Concerned Others.

And now, I would like to share with you a video entitled, "Too Tender To Trash," the essence of our program. There is also a brochure in your conference packet.

(I would like to mention that the student in the film is re-enacting her behavior prior to enrolling in the ATP.)

Task Force A: Effective Tutorial Assistance

Dr. Ira Aaron, chair

Professor Emeritus, School of Education
University of Georgia
and Past President of IRA
Athens, GA

Mary K. Williams, cochair

Researcher
U.S. Forestry Research
University of Georgia
Athens, GA

We have identified several problems or challenges and accompanying solutions that we first randomly generated and then prioritized. The problems and recommendations, in priority order, are as follows:

Effective Tutorial Assistance

(1) **Problem:** how to assure school participation in tutorial programs

Solution:

- a) keep school informed
- b) select advisory boards of school people and parents.

2) **Problem:** how to work with parents and gain parental support

Solution:

- a) contact parents about programs before referring their children to the programs.
- b) keep parents informed about child's participation and progress in programs after they are placed.

3) **Problem:** how to avoid substituting tutoring for schools and parenting

Solution:

the only solution is that tutoring cannot and shall not be substituted for parenting

4) **Problem:** how to assure cooperation and communication between tutoring programs and the board of education

Solution:

- a) tie in tutoring with after school programs
- b) utilize businesses that are already in operation such as day care centers

5) **Problem:** how to share information about progress that works

Solution:

Get out newsletters on programs that have been effective

6) **Problem:** How to have more and better orientation and continued reinforcement for tutors

Solution:

- a) Orientate tutors on programs and to specific strengths and weaknesses of children being tutored

Effective Tutorial Assistance

7) Problem: Money

Solution:

- a) get state funding and involve businesses, churches, and other groups who may be interested in incurring program expenses

Task Force B: Networking Community Support Groups

Larry Blount, chair

Attorney and Professor, School of Law
The University of Georgia
Athens, Georgia

Bryndis Jenkins, co-chair

Attorney and Vice President for Legal Affairs
The University of Georgia
Athens, Georgia

We have tried to come up with a way to marshal all of the available resources in the community and focus all of those resources into a cooperative problem identification and problem solving mode to work at that overall problem of saving all of those children who are too tender to trash. We came up with

Networking Community Support Groups

four problem areas and prioritized those areas and then we generated some suggestions for ways of working at solving those problem areas. The problems and suggestions that we identified are as follows.

Problems of "at risk" children affect the entire community, and clearly, at risk children are "too tender to trash." The question is how to marshal the resources of the entire community to focus on the problem and move toward cooperative problem identification and solution adoption.

Our task force has identified four challenges associated with networking community support groups and has offered some suggestions for solutions to those problems.

Challenge: Turf Guarding

Each group has its own mission and cooperation with other groups is not part of that mission. Each group is already overworked.

Solutions:

- Intragroup Advocacy: Individuals who belong to several groups can help their respective groups become more cooperative.
- Revise Mission Statement
- Intra-agency Communication/Rapport Development
- Delineation of Tasks
- Benefits to Each Participant

Challenge: Knowledge of Resources

Need to be aware of available resources and services.

Solutions:

- Resource Booklet
- Directories (Community connection) – Useful & available
- Public Relations
- Conferences

Challenge: Accountable Leadership

Who will bring us together and by what authority? A community-based staff person is needed to perform coordinating functions.

Solutions:

- Executive Committee of Intra-Agency Council
- School District
- Existing or new private/non-profit entity
- UGA – ICAD, Institute of Government
- Chamber of Commerce
- NAACP leadership
- Local Government
- State Government
- Regional development agency
- Policy

Networking Community Support Groups

Challenge: Joint Problem Identification and Problem Solving

Solutions:

- Interagency/Group Councils: working sessions among agencies focusing on troubled youth
- Commitment to participate
- Appropriate planning, implementation, and evaluation
- Annual conference of community-based helping agencies

Resource People

<u>Name</u>	<u>Position</u>
Kathy Culpepper	AHA Social Work
Ruth Milner	
Shirley McDuffie-Taylor	Director of Student Support Services Clarke County Schools
Rosa Rittenberry	Retired Homemaker/ Concerned Parent
Micky Roberts	District Health Educator, NE Georgia Health District
Faye Henning	NE Georgia Health District

Larry Blount & Bryndis Jenkins

Mary Rainey	Oglethorpe Health Department
Wanda Strickland	Jackson County Health Department
Sheria Massey	Clarke County Health Department
Marcie Tate	Dekalb County School System
Brenda Jaudon	Elbert County Health Department
Legene Ardister	Elbert County Health Department
Susan Seagraves	Madison County Health Department
Linda Willven	Madison County Health Department
Rev. Lewis E. Logan	Greater Bethel A.M.E.
Eileen Stocklinski, RN	Colbert Health Center
Joyce Bradshaw	Jackson County Health Department
Joyce Ford	Jackson County Health Department
Frances Lumpkin	Winterville Elementary
Rudene Bellamy	Gaines Elementary
John McCurley	NE Georgia Health District
Doris Birdsong	Greensboro Georgia Health District
John H. Davis	Performance Assessment Lab
June Baldwin	Whitehead Road School
Lola Wells Finn	Barrow Elementary School
Bryndis Jenkins	V.P. Legal Affairs, UGA

Networking Community Support Groups

Resource Agencies

County Extension Offices

Education Committee of NAACP

Health Services

Counseling Services

Churches

ACTION

Communiversitiy

Junior League

Religious Centers at UGA

DFACS

Retired Citizens Group

Retired Teachers

Recreation Programs

AARP

Civic Organizations

Fraternities and Sororities

Economics Development Councils

Public housing communities

School System and Board

Court System

PTA

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Larry Blount & Bryndis Jenkins

SBDC

Mental health

Adult education programs

Child Care Agencies

Pre-school Interagency

Bar Association

Task Force C: Strengthening the Parent Forum

Dr. Norman Thomas, chair

Director Community Outreach Office
Atlanta Public Schools
Vice President for Education, National PTA

Lizzie Moffitt-Robinson, co-chair

President Burney Harris Lyons Middle School PTO.
Secretary Clarke County Branch NAACP
Communications Coordinator – District NAACP
Community Coordinator & Communications Coordinator
WXAG 1470 NAACP News Update

We would like to thank all of our parents, teachers, interested persons and PTO and PTA people for sitting in on our forum. We want all of you to know that our sessions were very productive.

Strengthening the Parent Forum

We took a parent's inventory and asked ourselves the following questions:

- (1) Do we set aside a certain time each day for our children to study and do homework?
- (2) Do we provide a quiet and properly lighted room for study and homework?
- (3) Are we available if our children need help while working on their assignments?
- (4) Do we see to it that reference materials are available and close at hand before homework begins? (e.g., encyclopedias, dictionaries, newspapers, magazines, etc.)
- (5) Do we talk with our children at least 15 minutes a day discussing with them things going on in their lives including school experiences?
- (6) Do we see to it that our children complete each task that they begin at home? (e.g., cleaning room, emptying trash cans, washing dishes, etc.)
- (7) Do we see to it that our children get an appropriate amount of sleep, well balanced meals, proper clothing, and regular dental and physical check-ups?

(8) Do we see to it that our children visit the public library at least once every two weeks?

(9) Do we take at least one leisure or educational outing with our children each month?

(10) Do we discipline our children at home and strongly impress upon them the need for discipline at school?

(11) Do we monitor and discuss TV programs with our children?

(12) Do we "hug" (praise, encourage, and/or show affection in other ways) our children each day and help them develop feelings of security and love and to develop positive self concepts? Do we strive to give them the "I am somebody" feeling?

Each of the 12 questions were discussed. Then we directed our focus to intended outcomes. We addressed four issues:

Issue 1: enhancing interest and appreciation for the complexity of teacher-parent relationships.

Issue 2: exchanging ideas for parents and teachers to put into practice.

Issue 3: initiating an exchange forum that will continue.

Strengthening the Parent Forum

Issue 4: creating a program model that can be replicated throughout the state.

Possible methods of strengthening the Parents' Forum were suggested as follows:

Issue 1

- (a) get to know the teacher and attend PTO meetings, visit the school
- (b) volunteer for school projects – get involved
- (c) let the teacher know what your expectations are and not wait on the teacher for everything
- (d) get other parents involved
- (e) do not talk negatively about teachers in front of a child
- (f) become familiar with how the teacher communicates with parents.
- (g) follow up and follow through with what children have told you about assignments
- (h) decrease alienation and distance between administration and parents; develop structure to do that
- (i) make PTA and PTO meetings more worthwhile; utilize time better

(j) ask schools to make a more concerted effort to welcome visitors

(k) share the child's strengths and weaknesses with the school

(l) understand the political process

Issue 2

(a) improve parent/teacher conferences by making more positive observations

(b) have a surrogate parent (another adult recognized by parent to get reports about child)

(c) have some childcare services to allow parents to meet with teacher

(d) be aware of requirements for a particular grade level (e.g., 1, 2, 3)

(e) train to serve as tutors

Issue 3

(a) look at ways to organize some kind of parent group if one does not exist already. Organize around positive issues

Strengthening the Parent Forum

Issue 4

- (a) adopt a student, have a business or employees adopt a student and encourage them to act as role models
- (b) have local churches adopt a student; parishioners adopt a student
- (c) use the PTA as a model for meaningful parental involvement (we have the 4th largest PTA enrollment in the nation)
- (d) involve community-based organizations that build on what's going on in the school (e.g., new group in Athens, Visions—Dr. Mary Frasier and Fred Smith—affiliated)
- (e) involve all churches
- (f) solicit help of graduate students
- (a) make sure you have a parent-teacher organization in all levels of schools

Reaction to Task Force Reports Closing Session

Dr. Asa G. Hilliard

Fuller E. Calloway Professor
Georgia State University
Atlanta, Georgia

I would like to give a general reaction in response to the ideas generated from the task force sessions on effective tutorials, networking, and the strengthening of parents in terms of how we approach this problem of low performance in this nation which ought to be at the peak of academic performance in the world for all children. We are not there for a variety of reasons. It is clear that if you just look at children by themselves, the one conclusion that you would have to make is that they are awesome learners. That is, across the board, children are absolutely awesome in terms of what they are capable of doing especially before they get to school. Look at what they are capable of doing by the age of two, for example, having mastered a language, an adult language, by the age of two. Every child all over the world, just about speaks their

Reaction to Task Force Reports

native language by the age of two. That's an awesome achievement when you realize what it takes to learn a language from scratch. That's not easy. All we have to do to appreciate it is try to learn another language from scratch and you realize what a child has done, and this is before any teaching—without teaching—most children learn on their own. So they are awesome, but it is also true that this awesomeness extends to the later years—even when children are behind.

Recently, at the University of California at Berkeley, professors became interested in the high failure rate of African children at the university and decided that it was time to do something about it and they noted that the Asian students were succeeding, almost across the boards. If you failed in one particular course, the calculus course which is the course that is the gateway to everything else in the sciences, you were finished in that university—finished in all of those programs. Consequently, the faculty at the University of California at Berkeley, in math, decided that they would take a closer look at what was happening to these students to see if they could figure out what was preventing these students from achieving in the calculus course. They decided after much searching that there was only one thing that seemed to separate the Asian students from the African students and that was that Asian students studied in groups and African students studied by themselves. The faculty then decided that they would test their theory and they organized to teach the African American students in groups, and they tutored them over a short period of time and the bottom line which is so important is that there was a seven-fold increase in academic performance on the part of African American students—seven times the academic performance improvement in less than a year's worth of tutorial. Because that master academic key was

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discovered, that released the potential of students – by removing the blocks that kept them from performing – through a simple tutorial session. That’s pretty awesome – as I indicated before. In other words, the learning power was already there. All it took was the attention that had been missed – neglected attention that had been missed.

You could say the same thing about some of the work that has been exhibited in some of the coaching sessions for the SAT. You’re not supposed to be able to coach SAT scores at all. The Federal Trade Commission (FTC) was asked to look into claims by Kaplan and Princeton Review and some of the other agencies that claimed to be able to raise test scores. Some years ago, the FTC did a study of that and they, indeed, found that you could raise test scores about 30 points per section. However, buried in that study, in a re-analysis of the study, done by a person hired by the ETS, was the discovery of a little known statistic. If you looked at the black students by themselves and looked at what happened to them as a consequence of that coaching study conducted by the FTC, they didn’t get 15 points per section. They got anywhere between two times and three times as much from the coaching as the normal students had gotten from the coaching. In fact, numbers went all the way from 100 point gains to 200 point gains as a result of being exposed to good coaching classes. That study was repeated by the NAACP in San Francisco, New York, and Atlanta with the same results.

Even without a highly sophisticated coaching class like those conducted by Princeton Review and by the Kaplan coaching course, ordinary people were able to organize coaching which was another kind of tutorial – a special set of circumstances where kids were supported. Again, their numbers went all the

Reaction to Task Force Reports

way through the roof. In fact they had one young lady who got a gain of almost 200 points—such that she shocked the ETS and they accused her of cheating just as they did with the students in the Escalante School out in California. (See the film “Stand and Deliver”) In the Escalante case, two white teachers and two Hispanic teachers at Garfield High School were able to provide specialized work and tutorials which raised the level of academic performance in advanced placement calculus and English classes to a superior achievement with a very small bit of effort.

The fact is, however, that if you look at what happened that accounts for these major changes and its guidance for the kind of effort pertaining to tutorials, volunteer tutorials, or tutorials operated by the normal school population, there are certain kinds of things that seem to account for these magnificent changes in students. One has to do with *high standards*. In other words, the math faculty at Berkeley didn't go for arithmetic achievement, they went for calculus achievement; Escalante didn't go for basic skills attainment, they went for high level math attainment. There was also *appropriate assessment*; there was also *no tracking*, in other words, the tracking system that we have is an impediment to the changes in children.

What happens though, if we ask the question “What is it that holds children back?” One of the things that holds children back even though they are awesome and even though it is possible to take children through tutorials and regular classroom instruction to raise their academic performance to a superior level, are structures. There are several of these structures and I cite them because I think that when you do mobilize to do something in support of schools or even to change schools or change things outside of schools, you have to keep

these structures in mind as targets of attack. Structures that keep us from doing good work for children are as follows:

1) There are certain ideas that we have in terms of *expectations*. If we set low standards then we have low expectations. However, if we set high standards, that's one way of conveying a message of high expectations. (If you have the idea in mind that children are not awesome...if you saw the video at lunch and you didn't see a genius in every seat, if you didn't see a child who could go through U.G.A. and finish a scientific program – if you chose to support them in that way – then that means that we have an idea in mind that's holding us back that will probably keep us from releasing our own support potential.).

2) There is also the structure of *finance*. This structure is critical and detrimental when there is the absence of support for those things that we know are beneficial to children.

3) There is the structure of *goals*. To have the wrong goals, to have goals that are too low, will impede the academic performance of students.

4) Finally, there is the structure of *accountability*. To place the blame on the child for the failure to achieve is an impediment that is structured, in nature, that must be changed. The accountability has to be within the system.

Reaction to Task Force Reports

So as parents' groups come together to advocate on behalf of children, one of the meaningful things that parents and teachers can do together is design accountability systems so that we take the responsibility. If it is possible that one math faculty at the University of California at Berkeley helped students achieve a seven-fold increase in math performance within the space of a year, then it was possible before that year for that to have occurred. They didn't have to wait until the freshman year at U.C. before those things could happen. So the fact that it *did* not happen until freshman year says that somebody wasn't accountable for what they should have been accountable for. How do we organize to be sure that the accountability is there on the part of professionals but also on the part of parents and the social system that is supposed to support the children?

The networking that we are all obligated to do should be based on a number of things. First, an *understanding of the systems* that we work with in order to avoid floundering, in order not to be random—we must understand the systems that we live in in terms of their pressure points so that we can take short cuts. If you know the pressure points about schools, if you know the pressure points about communities—where to push the button to make things happen—then you may actually save time in the course of attempting to be advocates for children.

Second, *information* is very important. Examples of how awesome children can be are followed by examples of how awesome teaching can be, but if you don't know just how awesome teaching can be then you don't know what to expect from systems. Therefore, it's absolutely important that success stories be shared widely such that those who are trying to work

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on behalf of children can say "even if I don't know what to do," I can point to this and say "I want one of those, I want to copy what happened there over here."

Then, of course, networking is important in terms of the *perspective* that is *shared* so that we know, when we look at systems, how to look for structural impediments; as opposed to looking at systems hopelessly, in the sometimes weak hope that we may be able to get them to change on their own or be able to put pressure on the systems to change ourselves.

In conclusion, the networking that I heard talked about throughout this day is a recognition of the power of collaboration—that, too often, those who attempt to do things on their own do not recognize that there is strength, not just in numbers, but there is strength in *sophisticated collaboration in numbers*. Several models were talked about in today's sessions. One of the beautiful things about the "Strengthening the Parents Forum" session was the discussion of the number of ways the PTA had collaborated on the kinds of things that can be done to assist parents in doing a better job with their children. It was not just a random selection, but rather a list of suggestions based on sound pedagogical principals—the types of approaches that life-time experts would recommend. These types of ideas are worthy of implementation.